**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 15-415** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know:*  1. *9 X 8* 2. *What number is 3,000 less than 19, 284* 3. *About how much is .39 and .52 cents.* 4. *What 1/10 of 550?* 5. *Draw a picture of 2 and 1/3.* 6. *Estimate your weight in Kilograms.*  * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? T-table, linear equation. Frayer Table. 2. How will you provide multiple opportunities for vocabulary to be used in context? Oral response, written response, math journal. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Coordinate grid paper, ruler, pencil 2. Will each student have enough materials to model the problems? Yes.   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? Coordinate grid paper 2. How will you check for understanding during this phase of the lesson? Observation. 3. Will you use the *Extend? Yes.* 4. Will you use the *Link to Investigations*? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? Math journal 3. If most students are struggling during this phase of the lesson, what will you do?    1. Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    2. Use lessons from *Meeting Individual Needs.*    3. Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? 4-11 2. Where will students record their work? Math journal 3. Will you collect, grade and record the independent practice? Independent practice will be reviewed and discussed in class. 4. How will you check for understanding? Assign selected problems from practice and enrichment worksheets. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? No, will be addressed in differentiation that day. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   Formative Assessment Tools   * + *Free-Response Test*   + *Performance Assessment*   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*      1. Will you do these activities and if so, when? Daily differentiation time. 2. When will you give directions on how to play? Yes. 3. What materials will be needed for the activities? Leveled worksheets, teamwork games, manipulatives. 4. Will you work with the Intervention group? Yes. 5. How will you determine which activities will be assigned to each group of students? Quick check. | |
| **HOMEWORK** | |
| Choose from the many options:   * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? Yes. 2. Will you discuss homework? Is so, when? Yes, during correction. | |